

DISASTERS & HUMANS
York University, School of Administrative Studies

COURSE OUTLINE - DEMS 3706 Fall 2022

**In-Person – [Ross Hall S205](#)
Tuesdays, 7:00pm-10:00pm EST**

COURSE INSTRUCTOR: Dr. Jennifer Spinney

OFFICE: 246 Atkinson Building

OFFICE HOURS: Wednesdays (in-person) 11:30-12:30pm or by appointment (virtually)

EMAIL: jspinney@yorku.ca

CREDIT VALUE: 3.0 credit

LAND ACKNOWLEDGEMENT

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

COURSE DESCRIPTION

How are people making sense of hazards and risk? What motivates public protective action decision-making responses, such as climbing to higher ground during a flood, evacuating a community prior to the arrival of a hurricane, or taking cover under the stairs during a tornado? What social and cultural factors aid, or conversely thwart, decisions made by different populations to take action? How might we draw on our understanding of language, and the influence it has to shape our thoughts and actions, to motivate people to prepare for, and respond, to hazard and disaster risk?

This class is all about the human dimensions of disasters, with a special emphasis on social and cultural factors that shape public perception and decision-making during the disaster preparedness and response stages of disaster. Throughout the course, we will introduce theory from disciplines like anthropology, psychology, discourse studies, sociology, and even theology, to assist in our understanding. We will tie this theoretical foundation to singular disaster cases, week to week, to help solidify concepts. By the end of the course you should have a good handle on a variety of ways that social science theory and concepts help to explain human dimensions of disaster, and how these explanations can be applied in the field of disaster and emergency management.

COURSE LEARNING OUTCOMES

On completion of this course, students will be able to:

1. Describe different forms of knowledge or ‘ways of knowing’;
2. Understand cognitive, psychological, behavioural and other theories related to disaster risk and response, and apply them to specific disaster contexts;
3. Critically examine their own assumptions about how the world works, how people should behave and what they should believe in disaster circumstances;
4. Complete the basic steps of scholarly research, including critically evaluating scholarly and other information sources; and

5. Formulate well organized written arguments that are grounded in supporting evidence

READINGS

No textbook. All readings will be posted/made available on eClass.

TEACHING METHODS

The structure of this course consists mostly of in-person instruction. Each class will include a combination of lectures and group activities. Class discussions and group activities are key to learning and understanding of the material. Recent examples of environmental and technological disasters are used to enhance comprehension of theoretical concepts and add practical relevance to what is being taught.

This course incorporates the following teaching methods and use of technology:

- **eClass site**– This course has a page on eClass. All students who register for the course should be able to access the course page using their York Passport IDs and Passwords.
- **In-person lectures** – Lectures will serve to enrich, clarify, and illustrate critical content in assigned readings.
- **Open discussion during lectures** – Stimulating group discussions will serve to enhance student ability to articulate and defend positions and to consider different points of view.
- **Guest speakers** – Talks by academics and/or practitioners directly involved in the topics and contexts under discussion may be used to augment course content.
- **Individual & Group work** – activities and assignments will be conducted individually as well as in groups of varying sizes in order to enhance student retention and encourage the development of teamwork skills.

We will have 12 sessions throughout the term. **The first session is scheduled for Tuesday, September 13th at 7:00pm EST.**

*Students are expected to come to lectures having completed the relevant readings and prepared to participate in class activities.

A full course schedule including a week-by-week breakdown of topics and assigned readings will be available on the course's eClass site before the first day of class.

COURSE COMMUNICATION PLAN & OFFICE HOURS

Course Announcements will be made at the beginning of in-person lectures.

If students have questions about the course (i.e. course materials or concepts), they are encouraged to post questions on the dedicated Q&A forum on eClass. If students have questions that are personal in nature, they are encouraged to reach out to the Course Instructor by email (jspinney@yorku.ca). **Please ensure that your emails are worded professionally** and include the course number (DEMS3706) in the subject line. Attending office hours (246 Atkinson Building; Wednesdays 11:30-12:30pm) to discuss questions or concerns is also an option.

Course marker: **TBD**. They can be reached by email at [to be shared in class].

COURSE EVALUATION

Item	Description	Weighting	Total	Due Date
Attendance	In-person activities & participation	12 x 1.5%, drop lowest 2	15%	Weekly
Individual response	Individual Assignment	1 x 15%	15%	October 9th
Reflection	Response to guest presentation	1 x 15%	15%	Oct. 30 th Nov. 13 th
Partner Presentation	Partner Assignment	1 x 15%	15%	various
Research Paper	Individual Assignment	1 x 35%	35%	Nov. 27 th
Final Exam	Cumulative; M/C (20%)	1 x 20%	20%	During final exam period: Dec 8th-23 rd

Final course grades may be adjusted to conform to Program or Faculty grade distribution profiles.

Description of course evaluation criteria is as follows:

Attendance – 15%

In-person attendance and participation during class is strongly encouraged because they will be tracked across all 12 sessions. Students' participation each week will be recorded and evaluated based on the quality and frequency of their contributions during classroom discussions and activities. There will be no opportunity to make up the attendance grade – students must attend class in-person to earn these marks. Each week is worth 1.5% and the highest grades for 10 sessions will count towards students' final grade. This means that the lowest 2 grades will be dropped; in other words, students can miss up to 2 sessions without penalty.

Reflection– 15%

Once during the term students will prepare a reflection (approximately 1000 words; 1 x 15%= 15%; due Oct. 30th). This reflection will be based on the content provided by the Oct. 18th guest speaker. This will be an opportunity for students to engage with the content presented and critically reflect on connections between the presentation and concepts learned in the course. The reflection is to be submitted as word document through an Assignment portal on eClass.

Note: Unless a student receives accommodation for illness through Academic Counselling, late Discussion Activities will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late Reflections will not be accepted after 5 days.

Response – 15%

Once during the term students will prepare an individual response to a specific question asked by the Course Instructor (approximately 1000 words; 1 x 15%= 15%). This activity will be an opportunity for students to engage with course content and critically reflect on the concepts learned in the course and during the presentation. The response is to be submitted as word document through an Assignment portal on eClass.

Note: Unless a student receives accommodation for illness through Academic Counselling, late Discussion Activities will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late Reflections will not be accepted after 5 days.

Partner Presentation – 15%

Once during the term students will be expected to partner up with another student and prepare and deliver a 10 minute presentation to the class. A partner roster will be made available at the beginning of the term

as well as a breakdown of acceptable topics to present on. Presentations will be delivered during the first hour of the final two classes of the term.

Research Paper – 35% *Citation Expectations* (see below)

In this assignment you will prepare a 2000 word academic/research paper regarding the experiences of a specific population in a disaster situation that incorporates theories and concepts included in the course. The paper is due on November 30th, 2022. Papers are to be submitted as word document through an Assignment portal on eClass. Additional details for this Assignment will be posted and available on eClass.

Note: Unless a student receives accommodation for illness through Academic Counselling, late Assignments will be penalized at the rate of 5%/day late for up to a total of 5 days (including weekends) following the due date. Late assignments will not be accepted after 5 days.

Citation Expectations

Good citation practices are important because they support academic integrity by linking information back to an identifiable source. This course will require students to use APA style formatting for citations and references for the HIRA Risk and PAR // DRR Projects. Below are some helpful resources for students:

- [SPARK Student Papers & Academic Research Kit](#)
- [APA Style Overview, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre](#)

Final Exam – 20%

The final exam will be cumulative (covering material learned over the 12-week term). Questions will be multiple choice (M/C). The final exam will take place during the University’s final exam period between December 8th and 23rd. Deferred standing may be granted to students who are unable to write their final examination at the scheduled time (see pg. 12 of this Outline).

GRADING

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent

C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

For assignments, effort (time and energy put in) does not always translate to “good”, “very good”, “excellent” or “exceptional” performance.

Completing assignments with relative accuracy (i.e. all components of the question and no glaring mistakes) will earn students a B-level grade. If students want to earn "very good", “excellent” or “exceptional” grades, that means they are improving the quality of their assignments (not the length). For example, “very good” and above means that students are completing the basics **PLUS** they are:

1. being specific, descriptive and concise - naming concepts, describing/defining them, applying them to something we discussed in class;
2. including original content; and
3. making connections with other course concepts/material, across weeks/lectures

DETAILED COURSE OUTLINE (subject to change)

Date/ Week		Topic	Required Readings	Deadlines
Sept 13, 2022	1	History of Disaster, Triangle of Vulnerability and Circle of Capacities Also include: Wisner, B. JC. Gaillard and I. Kelman. Framing Disaster. In <i>The Handbook of Hazards and DRR</i> . Pp. 18-33. - Diff populations - Diff types of disasters	1. Bankoff, G. (2012). Historical concepts of disaster and risk. In <i>The Handbook of Hazards and DRR</i> . Pp. 38-47.	
Sept 20, 2022	2	Knowledge systems, culture and modes of reasoning in the hazard and disaster context - Hazard & Disaster Paradigms - Traditional ecological knowledge - Cultural relativism & hazards	1. Berkes, F. (2017). “Context of Traditional Ecological Knowledge” in <i>Sacred Ecology</i> . Pp. 1-21. 2. Hewitt, K. (2012). Culture, hazard and disaster. In <i>The Handbook of Hazards and DRR</i> . Pp.85-96. 3. Chester, D., AM Duncan, H. Sangster. (2012). Religious interpretations of	

		<ul style="list-style-type: none"> - Theology & disasters <p>Also include: O’Mathúna, D.P. (2018). “Chapter 3: Christian Theology and Disasters: Where is God in All This?” In Disasters: Core Concepts and Ethical Theories, Advancing Global Bioethics 11. Pp. 27-42. McGeehan, K.M. & C.K. Baker (2017). “Religious narratives and their implications for disaster risk reduction”. <i>Disasters</i>. Vol. 41(2): 258-281.</p>	<p>disaster. In <i>The Handbook of Hazards and DRR</i>. Pp. 109-120.</p>	
Sept 27, 2022	3	<p>Disasters & the Individual: believing in the risk and patterns of perception</p> <ul style="list-style-type: none"> - Cultural theory - Relational theory of risk 	<ol style="list-style-type: none"> 1. Oltedal. S. et al. (2004). “Cultural Theory”. In Explaining risk perception. An evaluation of cultural theory. Rotunde. P. 17-25. 2. Boholm and Corvellec. (2011). A relational theory of risk. <i>Journal of Risk Research</i>. Vol. 14(2): 175-190. 	
Oct 4, 2022	4	<p>Disasters: power, violence and people</p> <ul style="list-style-type: none"> - Social structures that shape inequality and inequities - What constitutes violence - Moral injuries - Systemic violence that perpetuates disaster experience - 	<ol style="list-style-type: none"> 1. Mascarenhas, A. and B. Wisner. (2012). Politics: power and disasters. <i>The Handbook of Hazards and DRR</i>. Pp. 48-60. 2. TBD 	Individual Response #1 due – Oct. 9 th – 15%
Oct 8-14 READING WEEK – NO CLASSES				
Oct 18, 2022	5	<p>Indigenous groups and disaster</p> <p>Guest speaker: Dr. Gerald McKinley – social determinants of health & wellbeing: options vs. choices to prepare and respond to disaster</p>	<ol style="list-style-type: none"> 1. TBD 	

Oct 25, 2022	6	Disasters and Health <ul style="list-style-type: none"> - Types of health explored - Affected groups: individuals in disaster + first responders 	<ol style="list-style-type: none"> 1. Keim, M. and J. Abrahams. (2012). Health and disaster. In <i>The Handbook of Hazards and DRR</i>. Pp. 530-542. 2. TBD 	Individual Reflection due- Oct. 30 th – 15%
Nov 1, 2022	7	Disaster variability and the variability of experience <ul style="list-style-type: none"> - Singular hazard, multiple - disaster experiences - Similar hazard, different disaster - Cascading/overlapping hazards and worsening disaster experiences Guest presentation	<ol style="list-style-type: none"> 1. TBD 2. TBD 	
Nov 8, 2022	8	Communication before and during disaster <ul style="list-style-type: none"> - Risk comm vs. Crisis comm - Discourse big D and discourse little d - Communication as the circulation of knowledge - The implications of communication - The role of media 	<ol style="list-style-type: none"> 1. Blake, Marlow and Johnston. (2017). “Get prepared: Discourse for the privileged.” <i>International Journal of Disaster Risk Reduction</i>. Vol. 25: 283-288. 2. Marchezini, V. (2015). The Biopolitics of Disaster: Power, Discourses, and Practices. <i>Human Organization</i>. Vol. 74(4): 362-372. 	Individual Response #2 due- Nov. 13 th – 15%
FINAL WITHDRAWAL - NOV 11 – MUST HAVE AT LEAST 15% OF GRADE RETURNED				
Nov 15, 2022	9	Individuals, intersectionality and Disaster <ul style="list-style-type: none"> - Hazard exposure and the Unhoused - Interconnections between gender and disaster - Interconnections between Disability and Disaster Sandy – Anatomy of a Superstorm	<ol style="list-style-type: none"> 1. TBD 2. Gorman-Murray, A., S. McKinnon, D. Dominey-Howes (2016). “Masculinity, sexuality and disaster: Unpacking gendered LGBT experiences in the 2011 Brisbane floods in Queensland, Australia.” In <i>Men, masculinities and disaster</i>. Pp. 128-139. 3. Weibgen, A.A., (2015). The right to be rescued: Disability Justice in an Age of Disaster. <i>The Yale Law Journal</i>. Vol. 124(7): 2408-2414 + 2436-2441. 	

Nov 22, 2022	10	Communities & Families during Disaster: Response & Impacts <ul style="list-style-type: none"> - Clustering or “<i>communitas</i>” and panic - Impacts to families: disruption & trauma <ul style="list-style-type: none"> o Short term, long term, multiple 	1. TBD 2. TBD	Research Papers due – Nov. 27 – 35% of final grade
Nov 29, 2022	11	Coastal groups/populations and disaster <ul style="list-style-type: none"> - Urban vs. remote - “Climate refugee” - Disaster capitalism - Sea level rise and displacement 	1. Oliver-Smith, A.. (2009). “Climate change and population displacement: disasters and diasporas in the twenty-first century.” In <i>Anthropology and Climate Change</i> . Pp. 116-136. 2. “Migration or Forced Displacement” – Marino and Lazrus (2015) https://meridian.allenpress.com/human-organization/article-abstract/74/4/341/72879/Migration-or-Forced-Displacement-The-Complex	
Dec 6, 2022	12	Disasters, Preparedness and Prevention: a People centred approach <ul style="list-style-type: none"> - International systems + Humanitarianism - Local governments - Community action <ul style="list-style-type: none"> o Examples: Vivian Rennie (ASL to reach deaf and HOH community during extreme weather) 	1. Villagrán de León, JC. (2012). Early warning principles and systems. In <i>Handbook of Hazards and DRR</i> . Pp. 481-492. 2. Arnold, M. International planning systems for disaster. In <i>Handbook of Hazards and DRR</i> . Pp. 603-616. 3. Clarke and Parris. (2019). “Understanding disasters: managing and accommodating different worldviews in humanitarian response.” <i>Journal of International Humanitarian Action</i> . Vol. 4(1): 1-9.	
DEC 8-23: Final Exam Period Final Exam Cumulative (Weeks 1-12) – 20% of final grade				Multiple choice (20%)

COURSE SPECIFIC STATEMENTS AND POLICIES

Course Statements

Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Statement on Email

Students may contact the Course Instructor by email, but it may take up to 24 hours for a response. If the matter is something that cannot be addressed by email, we can coordinate a time to meet in-person (during office hours) or virtually zoom. Please ensure that your emails are worded professionally and include the course number (DEMS3706) in the subject line.

Statement on Seeking Special (non-formal) Accommodations:

Accommodations will not generally be granted retroactively. **Email correspondence with the Course Instructor 3 days before a deadline is necessary for accommodations (i.e. submitting assignments late) to be considered.** Students are encouraged to please see their academic counsellor immediately if they will be seeking accommodations based on medical or compassionate grounds. **If seeking accommodations based on medical, compassionate or formal arrangements in place with Accessibility Services, this reason needs to be clearly stated in your email correspondence.**

Course Policies

All students are expected to familiarize themselves with the following information:

- Student Rights & Responsibilities
- Academic Accommodation for Students with Disabilities

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the Senate Policy on Academic Honesty.

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: <https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate accommodations to adherents for observances of special significance. Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a Religious Accommodation for Examination Form at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's Code of Student Rights and Responsibilities, the Senate Policy on Academic Honesty, and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on Disruptive and/or Harassing Behaviour in Academic Situations, the Student Conduct and Responsibilities, and the Code of Student Rights & Responsibilities.

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule
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and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

Student Support and Resources

To help students succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.

- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

RELEVANT UNIVERSITY/LA&PS/SCHOOL REGULATIONS

Applicable to all ADMS and DEMS courses

Should there be any updates to these regulations, students can review the most recent Faculty of Liberal Arts and Professional Studies regulations, which are used by SAS (the School of Administrative Studies) at:

<https://www.yorku.ca/laps/sas/academic-resources/common-course-policies/>

Deferred Final Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>

LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information.

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

In order to apply for deferred standing, students must register at:

<http://sas-app.laps.yorku.ca>

Followed by handing in a completed original Deferred Standing Agreement (DSA) form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above-mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

IMPORTANT NOTE: Any request for deferred standing on medical grounds must comply with University regulations. At the time of writing of this outline, the requirement for APS forms had been suspended due to COVID-19. If it resumes, the University will inform you of such resumption, and you would include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. **Deferred exams might take place during the regular exams period or in subsequent weeks depending on the course;** precise dates are known when the Office of the Registrar publishes the final exam schedule of the term. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit: <http://www.yorku.ca/univsec/policies/document.php?document=86>

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more

information, please visit the Student Accessibility Services (formerly known as Counselling and Disability Services) website at <https://accessibility.students.yorku.ca>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.